

# Dual Credit in Missouri Summary, Recommendations, and Policy Implications

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*Building Missouri's future...  
by degrees*

# Why Dual Credit?

- Increase student exposure to collegiate-level coursework
- Provide rigorous curricular options to high-performing students
- Low-cost alternative for earning college credit
- Earning college credits early can promote persistence

# National Trends in Dual Credit

- During 2002-2003 12 month school year, there were 855,000 enrollments in dual credit courses taught on high school campuses
- Of the 57% of postsecondary institutions that had high school students taking college courses, 85% were dual enrollment programs
- 98% of public two-year institutions had high school students taking college courses
- 77% of public 4-year institutions had high school students taking college courses
- 71% of public high schools offered dual credit programs

Dual Enrollment of High School Students at Postsecondary Institutions: 2002-03,  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005008>

Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-03,  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005009>



# MO Dual Credit Enrollment Policy

- Enable high school students to simultaneously receive high school and college-level course credit (Section 167.223, RSMo 1990; 1998)
- The MO Dual Credit Policy guidelines apply only to dual credit general education courses offered in high schools by high school teachers to high school students. These guidelines do not address technically oriented dual credit courses offered by some colleges.
- COTA has primary responsibility for reviewing and making recommendations on transfer issues

# Principles of Good Practices for Dual Credit Courses

- Provided to “facilitate the implementation of the 1999 Dual Credit Policy”
- Based on set of assumptions:
  - Primary purpose of dual credit is to deliver high-quality college courses to high-performing students;
  - Dual credit faculty will meet HLC (formerly North Central) accreditation standards
  - Dual credit programs are based on identified needs in conjunction with institution
  - Institutional faculty will be actively involved in approving course offerings, orienting, and evaluating instructors;
  - Regular reviews will be conducted;
  - All signatory institutions will agree to abide by the policy.

# Dual Credit in Missouri

## Enrollment of High School Students in Missouri Public Colleges and Universities



From Fall 2003 to 2007, the number of current high school students enrolled as undergraduates in MO public colleges and universities has grown by 13.4%.

# The 2008 Dual Credit Survey

- COTA requested survey of all MO public and independent, two-and four-year institutions
- MDHE surveyed all MO public and independent two- and four-year institutions March 2008
- Survey covered following aspects of dual credit policy compliance:
  - Extent of institutional compliance in hiring qualified faculty (credentialing), and
  - Extent of institutional compliance in providing support services (professional development opportunities).



<b>Type of Institution</b>	<b>Number of Surveys Distributed</b>	<b>Number of Responses Received</b>	<b>Number not Responding</b>
<b>Public 2-year Institutions</b>	21	20*	1
<b>Independent 2-year Institutions</b>	2	2	0
<b>Public 4-year Institutions</b>	13	12	1
<b>Independent 4-year Institutions</b>	23	15	8

- Mixed-method, eight-question survey distributed to 59 public and independent two- and four- year institutions.
- 49 institutions responded to the survey, with ten institutions that did not respond
- Ten institutions reported that they did not offer dual credit programs
- All 31 public and independent institutions that had previously reported compliance with COTA's Dual Credit Policy Guidelines responded to the survey



# **CBHE Policy on Faculty Qualifications and Support Services**

- High school instructors teaching general education courses shall typically have a master's degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching
- Selection of high school instructors for dual credit courses must be approved both by the high school and by the chief academic officer of the postsecondary institution
- Dual credit instructors will participate in orientation activities provided by the college and/or academic department

# Policy, continued

- Continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus
- College academic departments must provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison
- The institution of higher education must provide on-site supervision and evaluation of the dual credit faculty

## **Faculty Qualifications**

***CBHE policy: As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Accordingly, high school instructors teaching general education courses shall typically have a master's degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching (CBHE Policy, 1999).***

## **Results**

**36 Responses received**

**50% report that all dual credit teachers meet criteria at  
100% threshold**

**81% report dual credit teachers meet criteria at 90%  
threshold**



# Challenges

- Greatest challenge is replacing previously qualified instructors
- Instructors who possess master's degrees in non-discipline areas
- Lack of qualified faculty resulted in at least 195 courses being discontinued over the course of three reporting years 2005-2008
- 3 areas most difficult to find qualified teachers (68% of respondents identified these 3 subjects)
  - Math
  - Science (physics, biology, chemistry)
  - Foreign language

## **Professional Development**

***CBHE policy: The responsibility for the orientation and evaluation of dual credit instructors rests with the college's academic departments, with guidance from the chief academic officer to ensure consistency across academic departments. New dual credit instructors will participate in orientation activities provided by the college and/or academic department. Continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus (CBHE Policy, 1999).***

## **Results**

**57 responses received**

**8 did not answer or report they do not provide professional development opportunities**

**12 responses indicated that 75% or more of dual credit faculty participated in professional development**

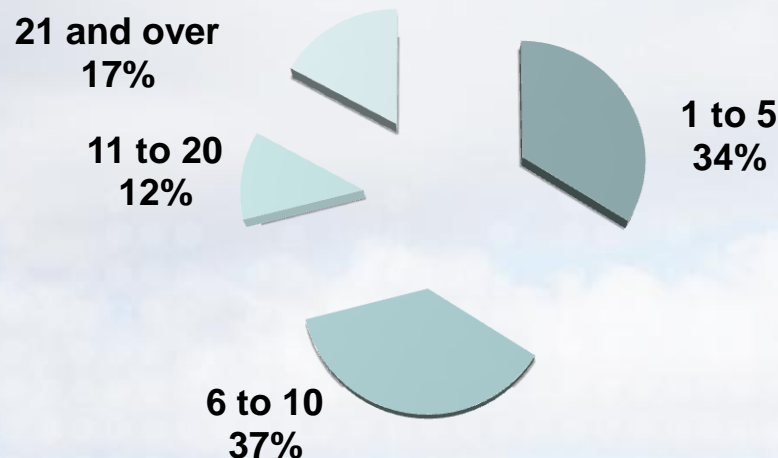
**7 responses indicated that 60% or less of dual credit faculty participated in professional development**

## Campus Liaison

***CBHE policy: In order to assure comparability of the dual credit course with the corresponding experience on the college campus, college academic departments must provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison (CBHE Policy, 1999).***

- 65 responses received
- 22 assign 1-5 teachers
- 24 assign 6-10
- 8 assign 11-20
- 11 assign 21 and over teachers
- 29 have no limit on number of teachers per faculty liaison

**Percentage of Institutions Assigning One Campus Liaison per Grouping of Dual Credit Faculty**





# Overall Challenges to Compliance

- Recruitment and replacement of qualified instructors
- Providing initial and/or continuous professional development activities for dual credit instructors
- Providing instructional support service to teachers, especially frequent contact with campus liaison(s)
- Maintaining course content with college rigor
- Enforcement of CBHE policy regarding instructor qualifications

# Implications

- **Policy**

- National Alliance of Concurrent Enrollment Partnerships (NACEP)
- Curriculum Alignment Initiative (CAI)
- Learning Assessment in Missouri Postsecondary Education (LAMP)

- **Practice**

- Faculty qualifications
- Student qualifications
- Programmatic structure/administration

# Policy

## **National Alliance of Concurrent Enrollment Partnerships (NACEP)**

- Provide support for rigorous concurrent enrollments for high schools and colleges
- Provide support for rigorous concurrent enrollments and promote high school and college partnerships through:
  - Quality initiatives
  - Program development
  - National standards
    - Curriculum
    - Faculty
    - Students
    - Assessment
    - Program Evaluation
  - Research
  - Communication

<http://www.nacep.org>



# Policy, Continued

## Curriculum Alignment Initiative (CAI)

- CAI will directly impact two central areas of the dual credit policy--student eligibility and assessment of performance
- Minimum thresholds for entry into collegiate coursework (entry-level competencies) impact student eligibility
- Assessment of exit-level competencies at end of course

<http://www.dhe.mo.gov/casinitiative.shtml>

# And even more policy...

## **Learning Assessment in MO Postsecondary Education (LAMP)**

- Increased dialogue regarding purpose, process, and commitment
- Development of statewide approach to student learning assessment
- Address assessment and dual credit in relation to general education course transfer
  - Address assessment related questions regarding the appropriate certification of credit given the development of course-based exit-level competencies in CAI
- Address assessment and dual credit in relation to college level general education
  - Defining what is meant by general education
  - Identifying effective means for assessing general education

<http://www.dhe.mo.gov/lamp.shtml>

# Practice

*Survey Question: List other questions, comments, or concerns about dual credit that you would like the Committee on Transfer and Articulation to address.*

- Faculty qualifications

***6 responses concerned with dual credit faculty qualifications.***

- Student qualifications

***2 responses with concerns for student qualifications.***

- Programmatic structure/administration

***19 responses concerned with administration of the dual credit program.***



# What Can You Do?



- Ensure high school faculty meet dual credit policy qualifications
- Provide professional development opportunities
- Ensure students meet criteria for participation
- Maintain data on student performance

# Questions?

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